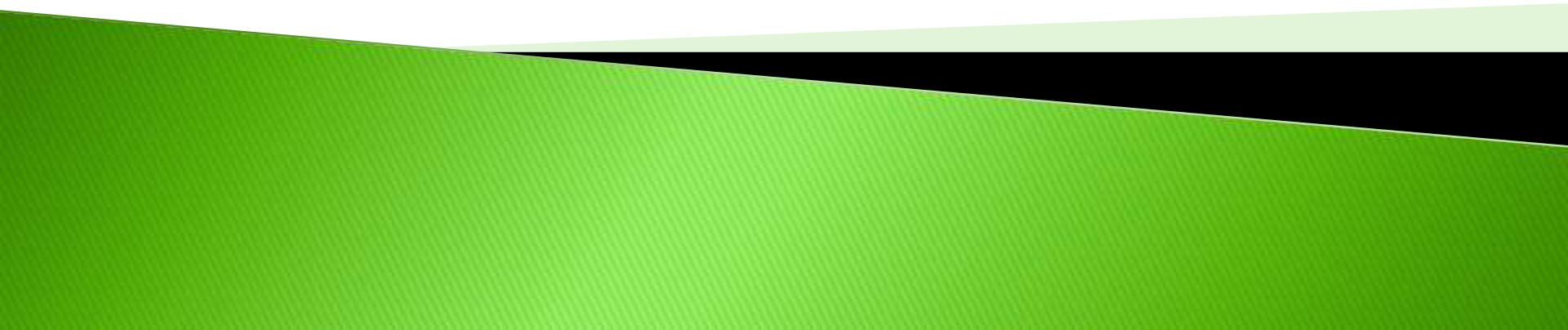


Reading Workshop

Maldon PS

Jan 27th, 2010



Research says

- ▶ Children learn from what is demonstrated to them, from what they see others doing.

(Smith, 1988)

- ▶ Explicit teaching and gradual release of responsibility can be applied to whole class teaching, small group teaching or individual interactions.

(Johnson, 2001)




What is explicit teaching?

Turn and talk

- a strategy which enables all students to participate in discussion....everyone has a chance to share their ideas, thoughts and opinions in a 'safe' forum.
(partners can be permanent or flexible)

Characteristics of Explicit teaching

- The teacher does what she wants the students to do, or uses the strategy she wants the student to control.
 - The teacher uses material in the demonstration that are similar to the materials students use.
 - The teacher thinks aloud about what she's doing as she demonstrates.
 - The teacher shows students what to do or how to do something; she doesn't simply tell them or list directions for the task.
 - The teacher uses phrases such as: 'Watch me as I ...',
....
- 



What makes an effective lesson?

When students know what they are learning, their performance, on average, has been shown to be 27 percentile points higher than students who do not know what they are learning. (Wiggins, 2002)

Where does explicit teaching fit?

HERE!


HERE!

HERE!


HERE!

Introduction	The 'hook' A question to explore or ponder Connection with prior learning	20% of lesson time
Learning intention	WALT and TIB (We Are Learning To) and (This Is Because) Purpose of lesson	
Mini lesson	Introduce new idea or information Model specific skill or strategy	
Shared and Guided practice	Students apply or practice skill Teacher observes, assists and provides feedback	60% of lesson time
Independent practice	Students apply new skill to further develop understanding and competence Teacher supports where necessary	
Reflection	Reflect on skill or strategy Review key points of learning Students reflect on their own learning Teacher links back to learning intention Lesson 'closure'	20% of lesson time


Best practices for teaching reading

- Teach skills, strategies and habits through demonstration and modelling,
 - Maximise students' time with books they can read with high levels of fluency, accuracy, comprehension and interest,
 - Provide time for students to have self-initiated and self-maintained talks about books,
 - Balance whole class, small group and one to one instruction.
- 

Aims of reading workshop

- ▶ Maximise the amount of time our **students** are reading, thinking and talking about just-right books.
 - ▶ Maximise the amount of time our **students** are reading books with high levels of accuracy, fluency and comprehension.
- 

Getting organised for reading workshop

1. Structures and routines
 2. Classroom library
 3. Student book boxes
 4. Assessment and monitoring
 5. Teaching approaches
 6. Reading strategies
- 

1 a. Reading workshop structure...

Whole class	Independent or group	Whole class
Mini lesson Modelling a strategy Demonstration	<ul style="list-style-type: none">•Independent reading•Individual conference•Response to reading•Small group focussed teaching:<ul style="list-style-type: none">❖Oral language❖Read aloud❖Shared reading❖Guided reading❖Reciprocal reading❖Literature circles❖Book clubs	Reflection Share time
20%	60%	20%

1 b. Daily routine for students

Mini lesson

Read to self, read to someone, listening to reading

OR

Respond to reading

OR

Individual conference

OR

Small group teaching

Reflect on reading

1 c. Daily routine for teachers

Mini lesson – explicit teaching of reading strategy

Conferring with students

OR


Small group focussed teaching

OR

Assessing students

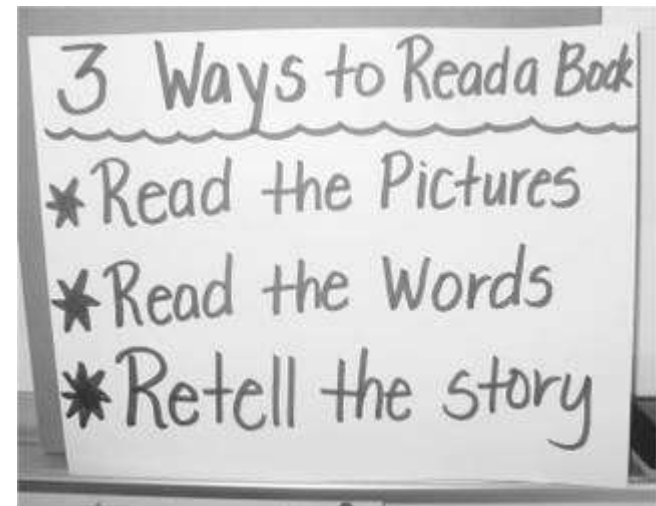
Reflecting on teaching and learning

2. Classroom libraries need....


- ▶ Collections of books, sorted according to category (best if students assist with this)
 - ▶ Levelled books, clearly labelled so that students can identify their level easily (40–50% of books should be in this category)
 - ▶ Supportive charts and posters
 - ▶ Student recommendations, ratings, book talks
- 

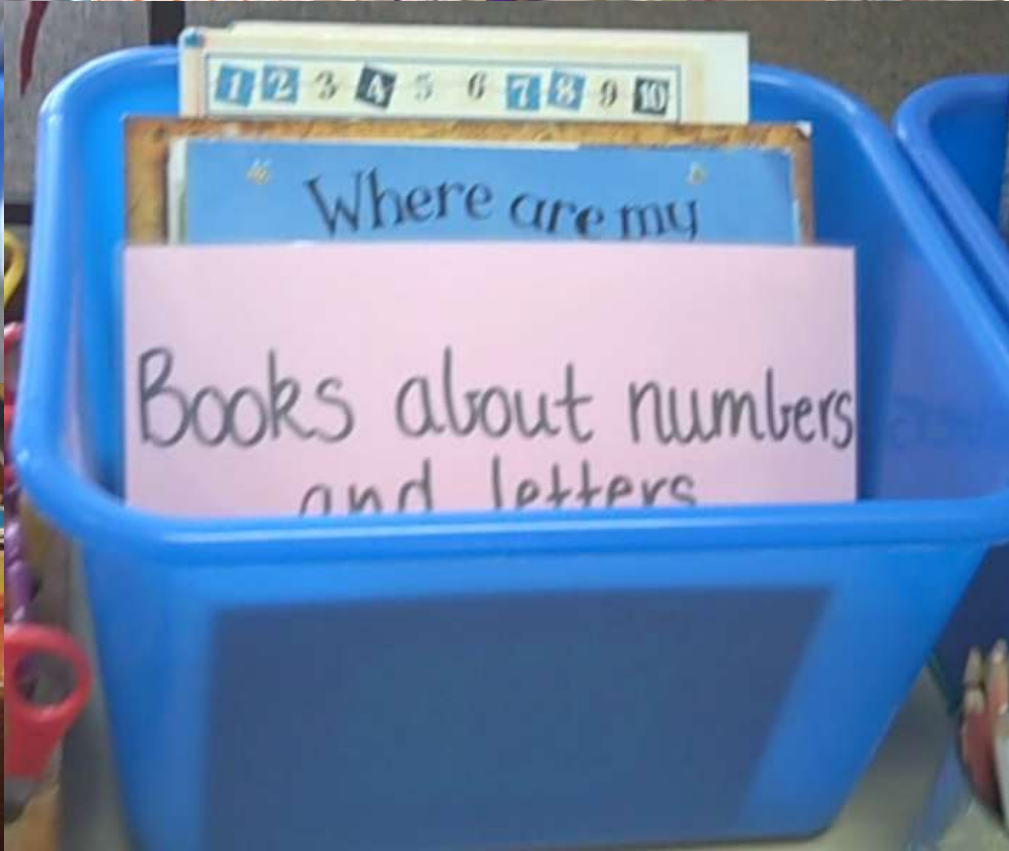


Anchor charts




Book collections....

- Levelled texts
 - Author collections
 - Genre collections
 - Topic collections
 - Series or character collections
 - Current topic study collections
 - Other texts– comics, maps, cards, songs, poems, magazines
 - Shared reading texts, guided reading texts
 - Books which have been read aloud
 - Shared writing texts
- 



3. Student book boxes need....

- ▶ A suitable number of 'good fit' texts (8–10)
 - ▶ Reader's notebook / journal / response book
 - ▶ Pencil
 - ▶ Sticky notes, flags
 - ▶ Reading log
 - ▶ Bookmark
- 



Given what the research and leaders in our field are saying, we need to teach children to choose books that are a "Good Fit" for them, books they enjoy and as Regie Routman states, "seems custom-made for the child--that is, the student can confidently read and understand a text he finds interesting, with minimal assistance. These are books that make students stretch -- but just a little bit -- so that they have the opportunity to apply the strategies we've been demonstrating (and they've been learning), as well as become familiar with new vocabulary, genres, and writing styles."

(Reading Essentials, page 93)


What goes into the book box?

- ▶ <http://www.thedailycafe.com/members/229.cfm>

Good fit books..

At the Illinois State Reading Council conference in March 2005, Richard Allington stated that the most current research indicates that **an independent level or good fit book for children is one they can read with 99% accuracy and at least 90% comprehension.**

This is a shift from the 1946 research by Betts, who concluded that a good fit level book was one that children could read with 95% or greater accuracy.



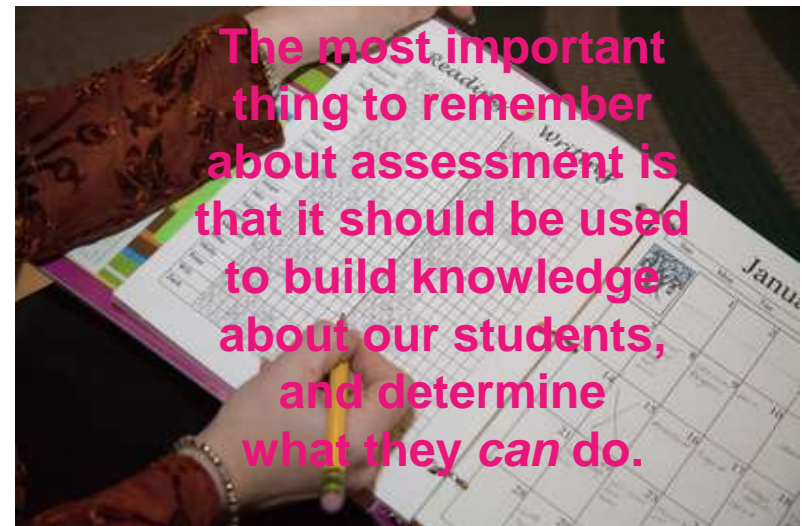
4. Assessment and monitoring...

Teachers need a folder with:

- ▶ Reading conference records
- ▶ Instructional and independent levels
- ▶ Observations of reading behaviours
- ▶ Running records
- ▶ Possible strategy groups

Students need:

- ▶ Reader's notebook
- ▶ Record of texts read
- ▶ Individual reading goals



The most important thing to remember about assessment is that it should be used to build knowledge about our students, and determine what they can do.

5. Teaching approaches

- ▶ Whole class – modelled or shared
- ▶ Individual – conferring or assessing
- ▶ Small group – shared, guided, read aloud



Small group focussed teaching

- ▶ Oral language – reading
- ▶ Read aloud
- ▶ Shared reading
- ▶ Guided reading
- ▶ Reciprocal reading
- ▶ Literature circles
- ▶ Book clubs



The reading conference

- ▶ Monitor amount of reading, content, response
- ▶ Discuss and set reading goals
- ▶ Listen to reading
- ▶ Ask probing questions
- ▶ Make observations
- ▶ Praise and celebrate **every** achievement



EEKK!!!!


Reading partners



- Just right reading levels are not much more than two levels apart (P-3)
- Long term partnerships work better than short term.
- Months at a time are better than weeks at a time; perhaps term by term.
- More likely to develop a rhythm of working together, engage in deeper conversations about books, solve problems together, support each other and have healthier, tolerant relationships.

6. Reading strategies

Effective readers know about and use...

- ▶ **Comprehension** – I understand what I read
 - ▶ **Accuracy** – I can read the words
 - ▶ **Fluency** – I can read accurately, with expression, and I understand what I read
 - ▶ **Expanding vocabulary** – I know, find and can use interesting words
- 

6. Reading strategies




Comprehension I understand what I read	Accuracy I can read the words	Fluency I can read accurately, with expression, and understand what I read	Expand Vocabulary I know, find, and use interesting words
Strategies Check for understanding Back up and reread Monitor and fix up Retell the story Use prior knowledge to connect with text Make a picture or mental image Ask questions throughout the reading process Predict what will happen; use text to confirm Infer and support with evidence Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text	Strategies Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures . . . Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Flip the sound Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense	Strategies Voracious reading Read appropriate-level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)	Strategies Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools


Behaviors That Support Reading

Get started right away Stay in one place Work quietly Read the whole time Increase stamina Select and read good-fit books

Planning time...

- ▶ Whole school focus on reading workshop
 - Dedicated time
 - Structure of workshop
 - Independent reading
 - Instructional teaching approaches
 - ▶ Introducing strategies
 - School wide or classroom
 - ▶ Assessing and monitoring students
 - Teacher records
 - Student records
 - ▶ Resources
 - Texts
 - Book boxes
 - Reading journals
- 

Resources...



Take
your
pick!



- ▶ http://blogs.scholastic.com/top_teaching/2009/10/reading-workshop.html
- ▶ *The CAFÉ Book* by Gail Boushey & Joan Moser
- ▶ *Reading with Meaning* by Debbie Miller
- ▶ *Strategies That Work* by Stephanie Harvey & Anne Goudvis
- ▶ <http://goldfieldsliteracy.wikispaces.com>